

**Missouri Learning Communities/Columbia Public Schools
Final Report – December 2021**

Project: Quality Assurance Report - Pilot (QAR) 2021

Recipient: Office of Childhood - Missouri Department of Elementary and Secondary Education

In 2019, The Missouri Department of Elementary and Secondary Education (DESE) received the Preschool Development Grant Birth to Five (PDG) funding from the U.S. Administration for Children and Families, U. S. Department of Health and Human Services U.S. and the Department of Education.

Under PDG B-5, DESE subcontracted with Missouri Learning Communities Project to support implementation of Goal 2: Bridging Access and Quality, Priority Area: Quality Improvement Activities

The Purpose of this project is to support the enhancement and improvement of Early Learning Programs across the state that have volunteered to be in the Quality Assurance Report Pilot.

The Missouri Learning Communities Project/Columbia Public Schools objectives are:

1. Coordinate and oversee all activities associated with providing technical assistance, providing materials, providing professional development trainings and assessing programs for quality utilizing ERS tools.

Summary of activities under Objective 5.2

A plan was created for technical assistance visits, assessments, delivery of materials, and professional development

Technical Assistance Plan:

Classrooms from Cohorts 1 and 2 received up to 4 virtual visits and up to 5 in-person visits
Classrooms from Cohorts 3-5 received up to 6 virtual and up to 7 on- site

Assessments Plan:

Classrooms in Cohorts 1 and 2 received a third assessment
Classrooms in Cohorts 3-5 received a second assessment

Materials Plan: All classrooms received materials

Professional Development Training Plan:

All cohorts were offered virtual Conscious Discipline Training and Lakeshore virtual trainings.

Technical Assistance Data:

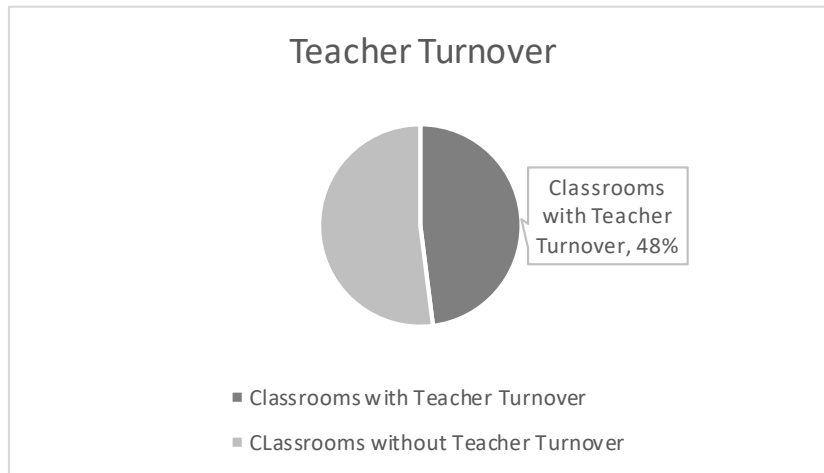
Technical Assistance Cohorts 1 -5

Classroom Information:

- 196 classrooms were in the 2021 round of visits in Cohorts 1-5
- 739 on-site visits and 111 virtual visits were completed for a total of 850 visits

Teacher Information:

- 48% of classrooms had teacher turn over
- 80% of the teacher turn over occurred in private programs

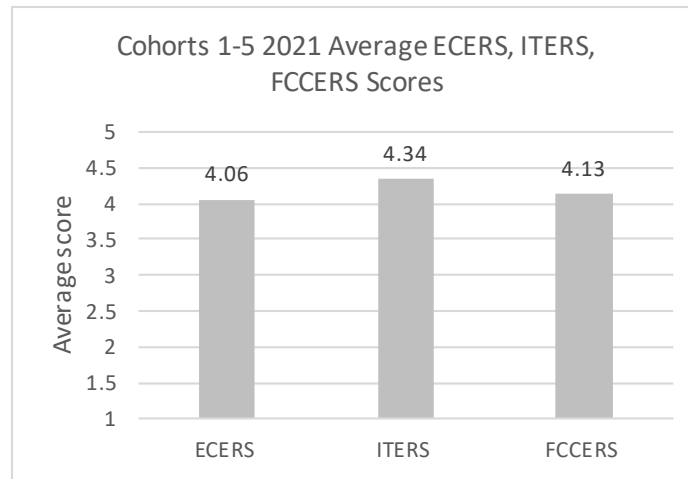
**Program Information:**

- 5 out of 14 or (35%) of programs in Cohorts 1 and 2 have received accreditation status.
- 12 out of 20 or (60%) of programs in cohorts 3-5 have received accreditation status
- 12 programs with National Association for the Education of Young Children (NAEYC) accreditation and 5 programs having Missouri Accreditation (MOA)
- 2564 original reported student enrollment (from first TA reports for 2021)
- 2245 final student enrollment (from final TA report for 2021)
- 88% enrollment retention
- 147 or (6%) of children served were classified with a special needs

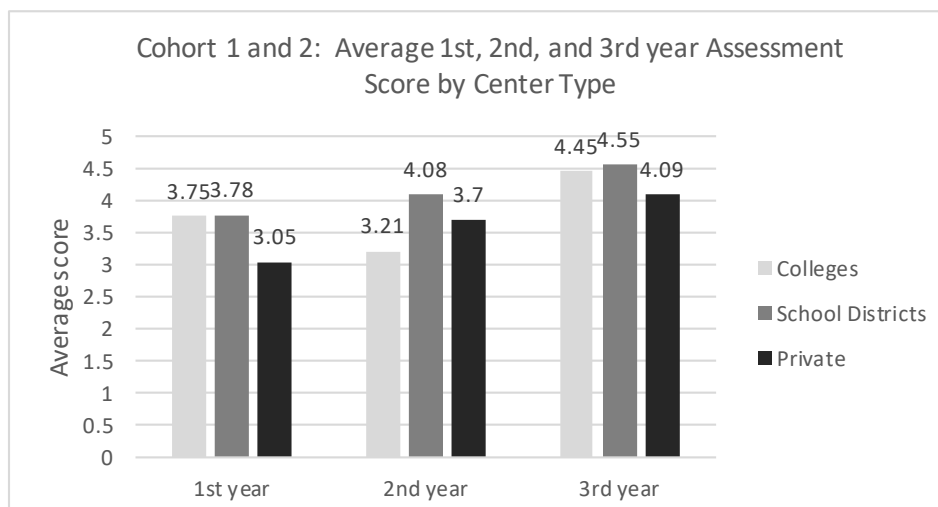
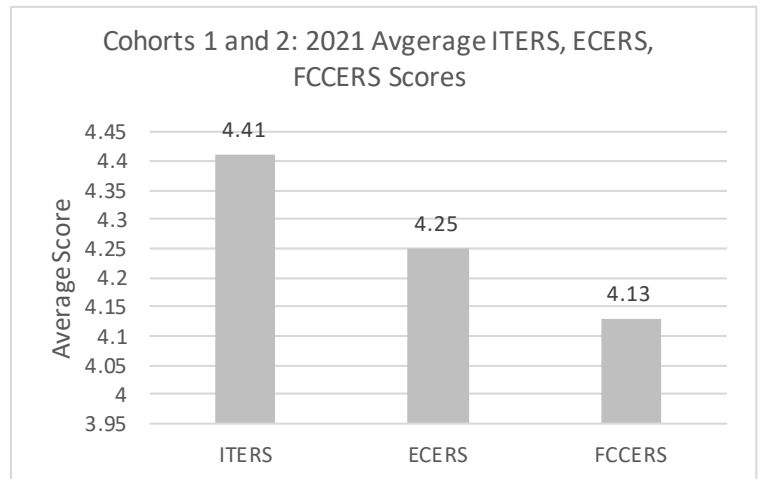
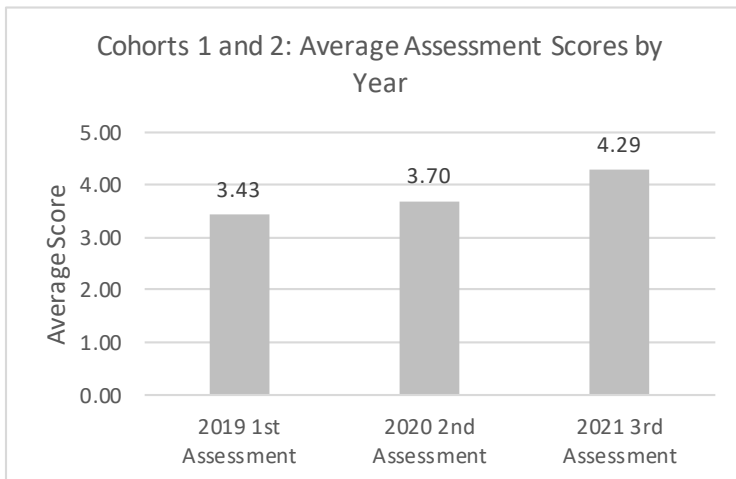
Assessment Data:

- 208 assessments were completed (ECERS-3, ITES-3 and FCCERS)
- 10 classrooms received two assessments 2021 due to pandemic restriction from 2020

Average Assessment Scores Cohorts 1-5 All Scales

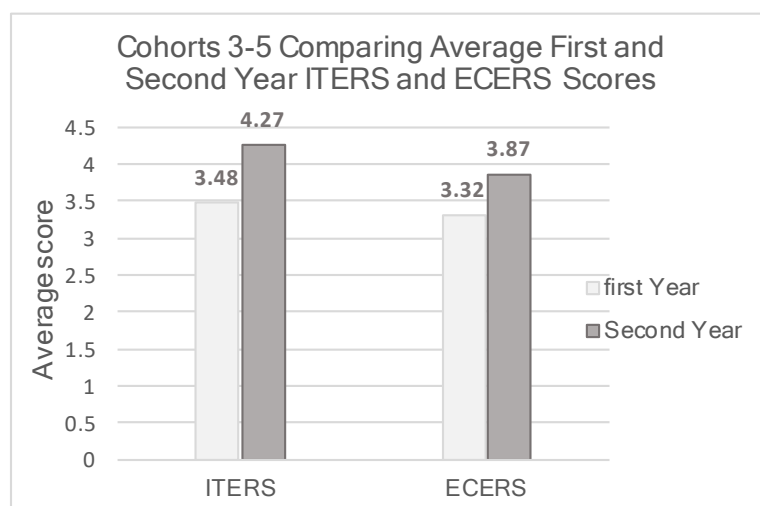
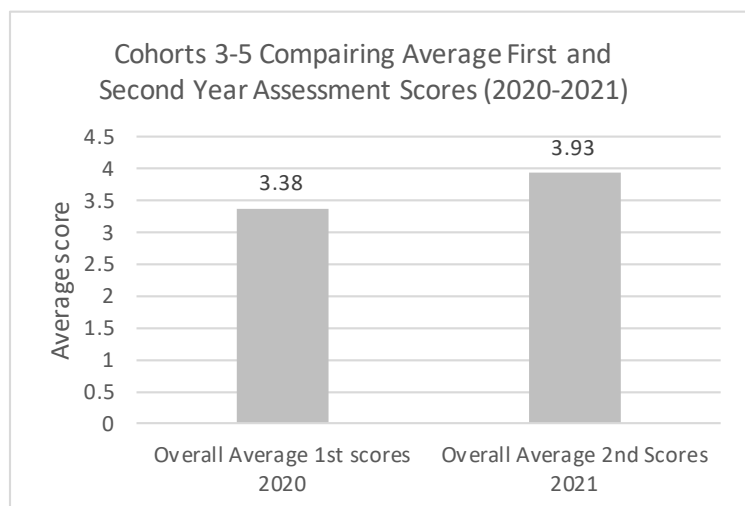


Average Assessment Scores Cohorts 1 and 2 All Scales



Average Assessment Scores Cohorts 3-5

All Scales



Materials Data:

- Materials were ordered for all classrooms in Cohorts 1-5 and delivered to teachers. Materials included the following:
 - 4 sets of books
 - Math materials
 - Science materials

Professional Development Trainings Data:

- Conscious Discipline 8-Day Intro (virtual):** 26 QAR participants
- Conscious Discipline 3-Day for Administrators (virtual):** 21 QAR participants

Lakeshore Trainings (Virtual)

- Math Materials:** 74 QAR participants
- Science Materials:** 46 QAR participants
- Language & Literacy Materials:** 37 QAR participants
- ITERS-3 Overview (Virtual):** 13 QAR participants
- ECERS-3 Overview (Virtual):** 27 QAR participants

Evaluation Data:

Evaluations through Survey Monkey were sent to all programs and teachers to evaluate all aspects of the project.

QAR MLCP YEAR-END SURVEY RESULTS:

Average Responses (based on 4.00 scale)

| QUESTION: | Admin | Teachers | Combined | # responses |
|---|-------|----------|----------|-------------|
| Q4: Do you feel that visits with your consultants (virtual or on-site) have led to improvements in your program? | 3.31 | 3.43 | 3.37 | 64 |
| | | | | |
| Q7: Do you feel that materials and resources provided under this program have or will lead to classroom improvements? | 3.42 | 3.27 | 3.35 | 64 |
| OVERALL | 3.37 | 3.35 | 3.36 | |

Q5: Please tell us what improvements you have implemented or started to implement based on consultation with your consultant?

Especially in our Twos room, the help we received from _____ regarding setting up equipment and toys and working through some challenges with the room set up has been great!

New ways of setting up the centers, lots of new toys that we did not know about and the kiddo's love, new ways of looking at situations that led to changes.

Q6: Describe things you have changed as a result of the ECERS-3, ITES-3, or FCCERS-R Assessment of your classroom.

We have moved rooms/areas such as making the block area larger. We have labeled areas, toys etc. We have been giving the children more choices in free time.

Our entire way operating as an Early Childhood Center! While I had been in an ECERS classroom in a previous school, my current Board and staff had never heard of it. Previously our classroom had no curriculum, lesson plans or schedules (except for meals/nap). Most of our classroom furniture were not child size, materials were not educationally stimulating and activities were not developmentally appropriate. Learning Conscious Discipline has changed the atmosphere of the building.

Q8: Other Comments:

I am enjoying the consultations and the comradery. It's nice to feel that early childhood education is starting to be seen as the foundation of education.